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OUTWARD BOUND IN THE MAINSTREAM OF AMERICAN EDUCATION, A SYNOPSIS OF SIX OUTWARD BOUND MAINSTREAM PROJECTS.
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A SYNOPSIS IS OFFERED OF SIX DIFFERENT OUTWARD-BOUND PROGRAMS, EACH OF WHICH IS AN ADAPTATION OF THE BASIC OUTWARD-BOUND PHILOSOPHY OF HAVING YOUNG PEOPLE RECOGNIZE FOR THEMSELVES THEIR PHYSICAL, EMOTIONAL, AND SPIRITUAL CAPABILITIES SO THAT THEY WILL DEVELOP A STRONG SENSE OF SELF-RELIANCE AND INNER STRENGTH. THE ADAMS COUNTY, COLORADO, CONSERVATION PROGRAM TO RESTORE AND TRANSFORM AN ABANDONED LOT INTO A PLAYGROUND WAS AN ATTEMPT TO CHANGE THE ABSENTEEISM, MOTIVATION, AND ACADEMIC ACHIEVEMENT OF TWO GROUPS OF HIGH SCHOOL BOYS. IN TRENTON, NEW JERSEY, AN EXPLORATORY PROGRAM FOR URBAN DISADVANTAGED YOUTH INCLUDED CONSERVATIVE WORK, PARK DEVELOPMENT, FIRST AID, AND RESCUE WORK. IN ATIKOKAN, ONTARIO, A WILDERNESS ENVIRONMENT, A COURSE STRESSING OUTDOOR SKILLS AND COMMUNITY SERVICE WAS OFFERED TO BOYS AND GIRLS THROUGHOUT THE SCHOOL YEAR AS AN EXTRACURRICULAR ACTIVITY. A FOURTH PROGRAM, CONDUCTED JOINTLY BY OUTWARD-BOUND AND THE JOB CORPS IN COLLBRAN, COLORADO, OFFERED CITY-BRED CORPSMEN TRAINING WHICH INCLUDED DISASTER AND RESCUE TRAINING AND THE DEVELOPMENT OF SKILLS IN CAMPING, LEADERSHIP, FIRST AID, AND FIRE FIGHTING. TWO OTHER PROGRAMS NOW BEING CONDUCTED ARE AIMED AT REHABILITATING INMATES. IN MASSACHUSETTS, JUVENILE DELINQUENTS ARE BEING SENT TO EXISTING OUTWARD-BOUND SCHOOLS AS AN ALTERNATIVE TO INSTITUTIONALIZATION, AND, IN BRITISH COLUMBIA, OUTWARD-BOUND TECHNIQUES ARE BEING USED WITH YOUNG MALE RECIDIVISTS. (JL)

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OUTWARD BOUND IN THE MAINSTREAM OF AMERICAN EDUCATION

A Synopsis of Six OUTWARD BOUND Mainstream Projects

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INTRODUCTION

OUTWARD BOUND believes that young men and women should be given the opportunity to discover for themselves that their potential is far greater than they had ever dreamed. By mastering a series of increasingly difficult challenges posed by the hardships and dangers of the mountains and the sea, OUTWARD BOUND students gain a deeper sense of self-reliance and more profound sense of inner strength. OUTWARD BOUND is designed around the concept of service - the call, "You are needed." Skills such as fire fighting, first aid and search and rescue techniques are taught every student, and the immediate relevancy of having to learn these skills stimulates motivation and creates a lasting awareness in them of the concept of service. The character strengths revealed by an OUTWARD BOUND course are transferable, helping to produce the kind of mature and committed individual of which society has such need.

The OUTWARD BOUND approach to motivating young people was designed by Dr. Kurt Hahn, founder and Headmaster of the Gordonstoun School in Scotland. It began with Dr. Hahn's concern for the increasing aimlessness of youth, a lack of involvement and failure to mature into whole adults. He was convinced that a boy needs to learn for himself how much he is capable of, physically, emotionally and spiritually. If a boy can be made to stretch to his full stature, he will not shrink again to a lesser self. But one cannot tell a boy "you are capable of more" - one must devise a set of circumstances through which he can learn this for himself.

Today there are four OUTWARD BOUND schools in the United States, with a fifth opening in 1967. They are located in Colorado, Minnesota, Maine and Oregon, with the new school planned for the Great Smokies Mountains region of North Carolina. In the five years of their existence, American OUTWARD BOUND schools have graduated about 3,000 students. It is thus observable that these schools are in reality demonstration projects to show what can be done using the OUTWARD BOUND concept, and that they do not have the capacity to provide this unique form of education to very many students.

OUTWARD BOUND in America has therefore taken the view that, if its purpose of motivating young men and women is to be attained, a much broader involvement must occur. OUTWARD BOUND believes that only by weaving its philosophy into the fabric of existing institutions - public education, social welfare agencies, government agencies and industry - can it have the desired impact on the youth of America.

On the following pages you will find a synopsis of six OUTWARD BOUND projects which have actually taken place in this area we call "Mainstream." Each is different, but all are examples of how OUTWARD BOUND can enter the mainstream of education.

I. Improving Scholastic Motivation in Adams County, Colorado

Perhaps the most critical and perplexing problem confronting the schools of Adams County, Colorado, is the lack of motivation and interest of the boys in high school in relation to their academic work. Poor attitudes toward school are reflected in a high dropout and delinquency rate and even more conspicuously in abnormally high absenteeism.

In an attempt to correct these deficiencies, School District 14 is revising its high school curriculum to incorporate action and service oriented experiences of the kind used by OUTWARD BOUND schools, into the school program. New challenges may break the apathy-absenteeism syndrome among the students, and may significantly affect academic achievement by providing motivation to learn. The pilot program which the school is conducting in 1966 and 1967 will provide objective evidence in both areas.

The program is centered around the theme of conservation. It stresses, as all OUTWARD BOUND work does, the ideals of service. Two groups of students - one of under-achievers, the other academically stronger - are involved in the program. The groups are together for all classes throughout the semester, so that their field trips and other OUTWARD BOUND expeditions do not conflict with scheduling in the rest of the high school. By keeping students together in this fashion, the program directors can follow their development closely and gauge the degree to which the program as planned is succeeding, and determine where re-designing is indicated.

The curriculum, utilizing team teaching methods, includes regular courses in languages, social studies, science and mathematics, and the "problem-solving" approach is applied in all classes. OUTWARD BOUND activities are conducted by special teachers and consultants working with the physical education faculty. The OUTWARD BOUND specialists conduct all expeditions away from the campus and are also involved in all planning sessions concerning the academic program. Vocational work is centered around a special conservation project in the region.

The conservation theme was chosen because it touches directly or indirectly all major divisions of the curriculum, with the local community serving as the laboratory. Students in the OUTWARD BOUND conservation groups are restoring and improving an abandoned fifteen acre plot and transforming it into a functioning playground. When completed, it will be the only playground in the entire district. Construction, tree planting, soil erosion control and many other phases of conservation will be related to the project.

A research and evaluation program, designed jointly by Adams County educators and OUTWARD BOUND staff members, will attempt to make objective and subjective assessment of student, faculty and community reaction to the pilot project. Pre - and post - project tests are being used to help determine if OUTWARD BOUND experiential education and the "problem-solving" method of learning significantly increases academic development.

Extensive communications within the community to build understanding for the program, and the involvement of prominent citizens and agencies in an advisory capacity have created dynamic community support and understanding for the project.

II. Urban-based OUTWARD BOUND Training in Trenton, New Jersey

Can the OUTWARD BOUND program be modified and structured to benefit youth in a typical urban environment? Can the horizons of disadvantaged youths be literally and figuratively stretched so that they might become more fully aware of their own potential for service, group interaction, and individual character strengths? OUTWARD BOUND is cooperating with United Progress, Inc., Trenton State College, and the Trenton Board of Education in taking an exploratory program to investigate these possibilities.

The program has ambitious goals: to increase the motivation, self-confidence, and capacity for leadership of 150 low-income Trenton youths and to create a school-connected structure within which such boys can find more opportunity for success in education, some form of legitimate adventure, and an opportunity for community service on an adult level. The relevance of OUTWARD BOUND training to disadvantaged youth has been noted by many social organizations. Remarkable changes in attitude and self-esteem have been observed in youngsters who have attended courses on scholarship. The Trenton experience is an attempt to extend those benefits on a broader scale and also, through careful follow-up, to make them more permanent.

The program has involved training staff as well as students. In the summer of 1966, three faculty members from Trenton State College, ten from Trenton High School, ten Trenton State College undergraduates and twenty-five Trenton High School students from disadvantaged backgrounds attended a complete 26-day course at established OUTWARD BOUND schools. During the fall of 1966, the group spent ten weeks planning and building an OUTWARD BOUND course suitable for city youths.

The program for Trenton boys operates each weekend on a full time basis, and is interwoven as far as possible with the regular school curriculum during the week. The high school schedules of the 150 participating boys, who are grouped into ten-man patrols, have been adjusted to permit them to take part in long weekend expeditions and other experiences. Training focuses on 1) rescue techniques, fire fighting, rock climbing, drownproofing and life saving; 2) discussion, review and supplementation of school subjects; and 3) community service, such as acting as police aides, tutors and lifeguards, and constructing and rehabilitating community facilities. A proposal has been submitted under Title III of the Elementary and Secondary Education Act for an even more tightly knit program introducing OUTWARD BOUND directly into

the curriculum of the high school, and it is hoped that this proposal will be approved, enabling the Trenton experiment to delve even more deeply into the motivation and relevancy of experiential education.

Two principles underlie the training program. The skills and techniques of the OUTWARD BOUND facet are not presented as ends in themselves, but are designed to promote growth and individual development through a series of challenges in natural surroundings. Second, every effort has been made to relate the program both to service and to the inner-city environment. Information sessions on college admissions and scholarships and on specialized vocational training programs are provided. In addition to academic tutoring, the boys have an opportunity to learn to speak on their feet, participate in project planning and the community arts work shop with classes in metal sculpture, creative writing, drama and social commentary art. Trips to other cities and educational exhibits and programs are also included.

Increasing community service activities are conducted, directly benefiting the residents of Trenton, and include conservation work, park development, first aid and rescue work. Although the emphasis of the program is on urban problems and services, expeditions and wilderness activities provide adventure, fun and challenge. Students will acquire canoeing, hiking and camping skills, and discover and explore facilities in the Trenton area.

An innovative aspect of the Trenton program is that the participating agencies have committed themselves to a continuing responsibility for the youths involved in the experiment. The program will be evaluated as to its effect on students' physical fitness, motivation and scholastic performance, and extensive follow-through services will attempt to ensure the youths in the program have full opportunity for college admittance, job-training programs, special tutoring, and generally have as broad a set of life options as possible.

III. The "Outers" Program at Atikokan High School, Atikokan, Ontario

Students attending the Atikokan High School near the Quetico Wilderness area, north of Minnesota, live in a superb wilderness environment. Nevertheless, their educators felt that their academic and vocational curricula were divorced from the natural physical setting. Was there some way to take better advantage of the deeply educative experiences of the outdoors and, at the same time, improve the school's program in the vital matter of character building?

In 1965 the Atikokan staff and the School Board, with the help of the nearby Minnesota OUTWARD BOUND School, initiated a new program operating as an adjunct to the normal academic curriculum. Atikokan was fortunate in having on its staff a number of teachers who were keen outdoorsmen to provide a pool of practical talent for executing the program.

One of the major tasks was adapting the typical OUTWARD BOUND course to the Atikokan High School schedule. The program was named "Outers", and was structured into fall, winter and spring extra curricula training sessions. Total time invested was to be roughly equivalent to the regulation 26-day OUTWARD BOUND course. The program was made available to both boys and girls, and proved instantly popular.

For outdoor excursions, the fall term stressed hiking. Staff and students discovered unsuspected possibilities in the country close at hand. Small lakes, steep ridges, cedar bogs and bush roads provided stimulating and challenging terrain. In the winter, snowshoeing was pursued, with both boys and girls participating in the final 23-mile expedition through unbroken wilderness. The spring program focused on canoeing, with the high school's technical shops taking over the actual building of the canoes during the previous fall and winter.

Outdoor skills were taught in conjunction with the expeditions, and included map and compass reading, search and rescue techniques, shelter construction, first aid, woodcraft and campcraft and rock climbing.

The Outers program, in keeping with OUTWARD BOUND philosophy, also stressed the concept of service. Outers have donated blood, cleared trails, performed hospital work, supervised fire drills and undertaken intensive instruction in first aid toward the goal of forming a bona fide search and rescue patrol based at the school.

The program was pronounced successful by the Atikokan High School authorities. Unexpected and rewarding dimensions to the program emerged: students exhibited spontaneous leadership, eager team work,

flashes of ingenuity, deep involvement, and displays of fortitude. Relations between staff and students were close and led to much better mutual understanding and a more profound sense of community. The Outers' safety record was impressive. Despite the rigorous activities, there were no serious accidents, and the injury rate was consistently lower than that in the usual school athletic program.

The Atikokan administrators report that community interest in the program was high, and that some unsolicited offers of financial assistance were received. They believe that even greater community support and interest will be forthcoming when the search and rescue patrol gains status and recognition in the region and as the aims and goals of the program become more widely known. It is their conclusion that OUTWARD BOUND methods can be successfully adapted by other schools in a variety of community settings.

IV. The Job Corps-OUTWARD BOUND Project, Collbran, Colorado

In 1966, OUTWARD BOUND cooperated with the Job Corps in conducting a joint training project at the Corps center in Collbran, Colorado. OUTWARD BOUND methods were particularly appropriate for this wilderness environment, and instructors from the Colorado school introduced corpsmen, most of whom are from cities, to such skills as snowshoeing, skiing, rock climbing and winter camping with good results. Morale, frequently a problem in Job Corps centers, was consistently high, and the corpsmen responded well to the new and dramatic challenges of nature.

One of the central purposes of exposing corpsmen to OUTWARD BOUND practices and principles was to increase their self-confidence and their sense of responsibility toward others. OUTWARD BOUND's experience in motivating youth stresses the concept of service. By developing a program oriented to relief and rescue training, corpsmen can be involved in purposeful activities of obvious and unquestioned value to the community. They can provide much needed emergency service for conservation camps in remote areas as well as public service to the neighborhood communities. The Collbran experience is expected to prove useful to other Job Corps centers throughout the country.

The Collbran course extended from mid-February to late May. The program, planned so that OUTWARD BOUND methods buttressed the existing program wherever possible, included emergency, disaster and rescue training work; recreational programs of weekend camping, skiing and rock climbing; leadership training; and education on map reading, nature study, first aid and fire fighting. Specific training in drown-proofing was added to fill a gap in the water safety program.

In addition to regular course and training work, several corpsmen from Collbran participated in an actual rescue operation after a plane crash near Meeker, Colorado. Alerted by the Civil Air Patrol and the established OUTWARD BOUND school, a search and rescue team was sent out. They waited until the CAP spotted the downed plane and gave the discouraging report: no survivors. The Job Corps team were then briefed on the unplesant task before them, and the need to avoid sensational talk after the evacuation. They went up the mountain approximately two miles on snowshoes, and dispatched the depressing job of locating the crash victims. An observer noted that, considering the minimal amount of training the corpsmen had had in rescue evacuation,

they put in a remarkably commendable performance. Their participation was also praised by the local papers.

All training, as well as this exercise in actual rescue work, combined to accomplish a major goal shared by OUTWARD BOUND and the Job Corps: to better prepare corpsmen to withstand hardship and overcome difficulty by involving them in demanding and testing adventurous pursuits.

V. OUTWARD BOUND as an Alternative to Institutionalization of Juvenile Delinquents

Does an OUTWARD BOUND type of program provide a viable alternative to institutionalizing juvenile delinquents? Can permanent centers, based on OUTWARD BOUND philosophy and program, be established in states for training and rehabilitating young offenders? These questions are being investigated jointly by the Massachusetts Division of Youth Service and OUTWARD BOUND. The program involves sending young offenders to existing OUTWARD BOUND schools as well as studying the possibility of establishing an independent OUTWARD BOUND program at a detention center. Careful scientific evaluation of both programs is being undertaken with particular attention focused on how an action-oriented program affects the rate of recidivism among these young boys. A grant from the U. S. Department of Health, Education and Welfare (Office of Juvenile Delinquency) is underwriting a part of the exploratory program.

The experiment, which went into action in the summer of 1966, is an elaboration of a promising pilot program started in 1964 by OUTWARD BOUND and the Massachusetts Youth Service Board. In 1964, OUTWARD BOUND offered scholarships for five delinquent boys to attend OUTWARD BOUND schools. On the basis of highly encouraging results, forty boys were sent the subsequent summer, with OUTWARD BOUND and the Division of Youth Service sharing costs.

The boys were assigned to the OUTWARD BOUND schools in groups of five. Selection was based primarily on need for this kind of program: committees tried to choose boys who had never had a chance to succeed in life, who lacked a solid identity, on the theory that they would benefit most. Those selected were a representative sample of delinquent children in the care of the Division of Youth Services; almost all had been in court three times. Carefully chosen escorts accompanied them to the OUTWARD BOUND schools.

At the schools it was demonstrated that the delinquent boys could perform successfully and offer a good measure of competition when integrated with large number of non-delinquents. On their return to Massachusetts, they were alive with pride, and described their solo expedition or brigade in great detail. The obvious change in the boys was commented on by all observers. They were paroled shortly thereafter.

Administrators were deeply interested in how the OUTWARD BOUND experience affected the young men over a prolonged period. Would it actively cut the likelihood of new offenses? Of the five boys who

attended OUTWARD BOUND in 1964, none have had subsequent trouble. Of the group of 40 sent in 1965, 37 completed the course; only five violated parole within a six-month period. The rate of recidivism - 13.5% was so low that it lent support to the hypothesis that OUTWARD BOUND has lasting positive effects.

The next step was to investigate in greater depth and to attempt a more scientific evaluation. A more extensive demonstration project went into effect in the summer of 1966 with the help of Federal funds. While a control group was institutionalized in the conventional manner, two groups of 30 boys were sent to established OUTWARD BOUND schools, one group having been in an institution and the other coming directly from court sentencing. Two trained observers of small group behavior studied the impact of OUTWARD BOUND on the delinquents, and their reports, when issued, will reflect new documented insight on what makes the OUTWARD BOUND program effective with this group, how it affects recidivism, and ways in which such an action-oriented program can be made more successful.

OUTWARD BOUND and the Division of Youth Services are also developing a battery of simple tests to see if boys' success or failure in an OUTWARD BOUND program can be predicted, if there is a discernible personality change as a result of the experience, and if there are patterns and trends concerning success or failure in OUTWARD BOUND and on parole.

The final report of this demonstration project is expected to be completed in September, 1967, after all the boys involved will have been on parole for approximately a year. However, preliminary results are very encouraging. The students' self-concept improved to a very significant degree with a probability that this change could be due to chance factors greater than one in one thousand. This is a very high degree of significance, seldom found in this type of research. It might be concluded that OUTWARD BOUND does indeed improve self-concept in delinquent boys.

There was also a significant change, in a positive direction, of what the boy would like to be. This would seem to be related to his improved self-concept and related to his realization now that he is better than he believed he was.

Two other changes occurred which reached levels of significance. These were the boys' higher estimate of boys who do not get into trouble

with the law and a decreased estimate of those boys who do. It would appear that prior to OUTWARD BOUND the subject perceived boys who get into trouble more positively than they do after OUTWARD BOUND. The reverse is true of their estimate of boys who do not get into trouble. One might speculate that they learn at OUTWARD BOUND that you do not have to be delinquent to be a man.

These results are very exciting because they offer empirical data, "hard" data, in support of our hypothesis that OUTWARD BOUND has a positive and therapeutic effect on some delinquent boys in that improvement of self-concept is one of the principal goals of any treatment process. The next step will be an analysis of the feasibility of constructing a permanent OUTWARD BOUND type of Center as an alternative to institutionalization as it is generally known today.

VI. Search and Leadership Training for Young Offenders, British Columbia

Can the OUTWARD BOUND program be of relevance in motivating young prisoners? Can the values of duty, honor, courage, compassion and self-discipline be inculcated in hard-core offenders? These challenging questions underlay an experiment started by OUTWARD BOUND and the British Columbia Corrections Branch in 1963.

With Lakeview Forest Camp on Vancourver Island as operational base, a staff of 18 conducted an intensive course, using OUTWARD BOUND techniques, to provide search, rescue and leadership training for 200 young men with two or more prison sentences on their record. This group of offenders, all recidivists, has traditionally been extremely difficult to reach by conventional correctional and rehabilitation methods.

Those chosen for the program were transferred to the camp in three groups of twelve, each with its own instructor. During the initial two-month course in mountain climbing, survival, map and compass reading, first aid, fire fighting and water safety, the trainees were designated as "Boots." After successfully completing the course, they graduated to the "Trooper" stage and were qualified for rescue and forest fire fighting assignments and worked as reforestation crews.

One of the values to which most of the prisoners were committed was toughness. The instructors immediately started them on a rugged training course; the young men had to perform or be revealed as "chicken" to their peers. Most rose to the challenge. At the same time, there was the beginning of a sneaking respect for instructors who were not guards or "screws," who could "take it" on a tough climb, and upon whose knowledge, skill and courage they were initially dependent.

As the young prisoners' confidence in being able to meet the challenge of the course hardened, they began to look forward to becoming Troopers. As Troopers, they could participate in the adventures of rescue and fire fighting. At first the young men were more interested in the prestige and privileges connected with being a Trooper, but training purposely focused on the service mission of the camp. The instructor's influence, the forest ranger, the Royal Canadian Air Force instructors all combined to present the work of the camp as of real importance. Joint exercises with RCAF helicopters searched out airplanes that had crashed in the mountains over the past years. The young men could see dramatic evidence of the usefulness of their training, and for many this was the beginning of a sense of self-worth, group cohesiveness and responsibility for others.

Throughout the course the young prisoners' relation with their instructor was of paramount importance. The instructor had to introduce the trainees to a totally new way of regarding life and what was important, and at all times portray a firm and well-defined set of standards. The instructor, in many instances, was the first acceptable male model the young men had encountered in their lives. This "tough guy" is one in whom they could place confidence and who could provide the support, respect and affection craved by all of them.

How successful has the British Columbia adaptation of the OUTWARD BOUND approach been? According to a report prepared in 1965, a two-year evaluation shows that 68.4% of those who completed the course and had been discharged for a year or more did not return to jail. This success rate compares most favorably with the 44% rate that pertains among the hard-core offenders who were not exposed to the training course. While the British Columbia sample was a small one, it pointed to the potential of the program. Its directors felt that the success rate in redirecting the lives of hard-core offenders would increase as greater experience and insight were gained by all responsible for the project.

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